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ABSTRACT

Full-time, part-time, and transfer students at the University of the District of Columbia were compared to assess their academic interests and needs. Topics of analysis were demographic characteristics, high school preparation, career aspirations and educational goals, and attitudes towards a variety of governmental, educational, and social issues. Survey findings revealed that full-time and part-time freshmen were most similar to each other. Transfer freshmen differed from the other two groups in that they are older, married or separated: have a higher representation of whites: and among the males are likely to be veterans. The majority of the three groups attend the university primarily to obtain bachelor's degrees. The findings are based on administration of the Cooperative Institutional Research Program survey of freshmen students. Data were obtained from 402 full-time, 291 part-time and 454 transfer students. Copies of correspondence and a sample survey are included. (SW)

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UNIVERSITY OF THE DISTRICT OF COLUMBIA FRESHMEN, FALL 1978-79

Part I -- An Analysis of the Three Subgroups

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FOREWORD

This is the first series of a longitudinal study of the University of the District of Columbia (UDC) entering freshmen. The serial is comprised of two parts: I - "An Analysis of the Three Subgroups of Freshmen", and II - "A Comparison of UDC Freshmen with Enrollees at Public Colleges". The study is being undertaken primarily to determine the academic interests and needs of the freshmen group. Data provided will assist UDC administrators in planning more responsive academic and support programs.

Parts I and II of this study present comparative data on specific characteristics of the new constituents. Main areas examined were: demographic characteristics, high school preparation, career aspirations and educational goals; and attitudes toward governmental, educational as well as social issues.

Abstract

In the Fall 1978, the Office of Institutional Research conducted the Cooperative Institutional Research Program(CIRP) survey of freshmen students. Respondents were 1,147 freshmen: 402 full-time, 291 part-time; and 454 transfer. The results of the survey will provide University administrators with information on the characteristics of freshmen and will enable them to increase the relevancy of program offerings.

Major survey findings reveal that:

1. Full- and part-time freshmen displayed similar demographic characteristics.

2. Transfer freshmen differ from the other two groups in that they are: older, married or separated; have a higher representation of Whites; and among the males, are likely to be veterans.

3. The majority of all three groups of freshmen surveyed attend UDC primarily to obtain bachelor's degrees.

4. Business was indicated as the probable area of concentration at UDC as well as the probable career occupation by the majority of the freshmen surveyed.

5. Approximately 70% of the students indicated that the public transportation system was used to arrive to the campuses.

6. Over 40% of each group indicated that they would pursue their college studies without stopping out.

Introduction

In April 1978, the University of the District of Columbia was invited by the American Council on Education fo participate in the 1978 CIRP freshman survey. The invitation was extended to UDC, since Washington Technical Institute(WTI), one of the UDC predecessor institutions, participated in the survey from 1973 to 1975 and again in 1977 as the Van Ness Campus of UDC.

The CIRP survey is sponsored by the American Council on Education and conducted by the University of California, Los Angeles(UCLA). It was begun in 1966 and is part of the CIRP ongoing longitudinal study of the American higher education system.[1] Its principal purpose is to determine the effects of college on students.

The Office of Institutinal Research(OIR), with the approval of the Office of the President, accepted the invitation to continue the efforts set forth by WTI. The survey will be instrumental in assessing the needs and characteristics of UDC freshman students and the relevancy of programs offered by the University. Further, participation in the survey will provide data to compare the characteristics of UDC freshmen with those of freshmen of traditionally black colleges and universities as well as well as other four-year public colleges. These types of analyses will aid in the follow-up surveys of our students.

Limitations

From the questions posed on the survey instrument, it can be assumed that the survey is geared toward students attending residential colleges, who are between 18 and 22 years of age, and are,generally,dependent on their parents for support. UDC, however, is a commuter college, and the average age of its students is 28. Because of the students' ages,it is assumed that they are independent of their parents.

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[1] Alexander W. Astin et al.,The American Freshman: National Norms for Fall 1978, Cooperative Institutional Research Program, American Council on Education. University of California at Los Angeles.

Summary of Findings

The profiles of both full- and part-time freshmen are similar. Characteristics examined indicated that the:

- Median ages are 19 years and 20 years for the full- and part-time freshmen, respectively;
- Predominance of Blacks among full-time (88%) and part-time freshmen (89%);
- Majority of these freshmen are single;
- Percentage of veterans in each group is small (6% for both groups);
- Males reported a higher parental income than females; and
- Majority of these freshmen came to UDC either the first or second year after completing high school.

The profile of transfer students is somewhat different from the above-mentioned groups. Survey findings indicate that the transfer students:

- Are older than the other freshmen (median age - 24 years);
- Represented the highest proportion of White freshmen (5%);
- Reported the largest percent of married or separated students (28%);
- Represented the greatest number of veterans (15%);
- Stated that more fathers than mothers have some college education or college degrees; and
- Revealed that the median income of the females' parents is higher than that of the males' parents.

Among the freshmen surveyed, few indicated that they received financial assistance. However, among those freshmen who did report receiving some type of aid, the majority stated that aid was obtained through the Basic Education Opportunity and the College Work-Study Grants.

Data on the high school preparation of freshmen surveyed revealed that:

- the majority of freshmen maintained an average grade of "C" or "B";
- few students had completed high school requirements through the high school equivalency or GED program.

- o over 60% of the freshmen reported pursuing a college preparatory program of study while in high school;
- o freshmen feel a greater need for remedial work in mathematics than in reading.

Differences are not noted in the personal attitudes of the three groups of freshmen surveyed but rather between the males and females. These differential views are manifested in their responses to social issues such as abortion, divorce, sex, and the role of women in today's society. However, all student groups compared expressed a consensus on topics related to government and education. On these issues, the freshmen strongly feel that:

- o government is not doing enough to control pollution and to protect the consumer;
- o open-admissions institutions should employ the same performance standards in awarding degrees to all students; and
- o faculty's promotions should be partially based on evaluations they received from students.

Survey findings also indicate that all three groups of freshmen attend UDC primarily to obtain bachelor's degrees, although almost one-third of the part-time students expressed the intent of obtaining associate degrees. Further, more freshmen plan to pursue master's degrees elsewhere.

Business was the most popular field of study as well as the probable career choice among the survey participants. Arts, including Humanities and Social Science, was ranked second as a probable field of study and the health fields as the second career choice. The field of education was not looked upon favorably as a career choice or as an area of concentration.

Data collected from questionnaire items designed exclusively for UDC revealed that:

- o Seven out-of-ten freshmen indicated that they used public transportation to reach the campuses.
- o The majority of respondents plan to pursue degrees without stopping out.

- Most of the students contemplated that their studies would be interrupted only one semester;
- Incidence of handicapped family members who might be interested in attending UDC is low: and
- Major sources from which freshmen learned of UDC were high school counselors, friends and the media.

Methodology

In July of 1978, OIR received 3,000 CIRP survey forms from the Graduate School of Education, UCLA. The survey instrument, which is quite comprehensive, contained questions regarding: high school preparation, financial resources, political views, educational and career goals, religious preference, moral and social attitudes, living accommodations, family background, reasons for attending college and demographic characteristics. After reviewing the survey form, it was determined that questions relevant specifically to UDC concerning modes of travel, latent student demands, enrollment, attrition and UDC awareness should be added. Ten questions on these areas were formulated by OIR and presented to the Office of the President for approval. After approval was granted, these questions were appended to the survey instrument.

In accordance with the guidelines set forth by Ms. Margo King, Staff Coordinator of UCLA, OIR developed a student authorization form for the release of data collected in the survey. Upon approval of this form by UDC's General Counsel, it was attached to the survey instrument. (See sample questionnaire in Appendices.)

Students surveyed were incoming freshmen. In addition, students from the High School College Intern Program (HI-SCIP)[1] were surveyed. A total of 1,147 students participated in the survey. This number represents 39.6% of the total 2,971 freshmen.

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[1] HI-SCIP is a program which allows advanced high school seniors to enroll in college courses for which credit is given toward their high school diploma and freshmen English and math requirements simultaneously.

Initially, the Office of Psychometric Services was contacted by OIR to administer the survey during pre-admission testing period. The Office of Psychometric Services felt that the survey was not a test and, consequently, not within the scope of its responsibilities. OIR contacted the Office of Freshmen Advising and Orientation in the hope that the questionnaires could be administered during new freshmen orientation on August 10, 1978.

The Office of Freshmen Advising, however, negotiated with the English Department which accepted full responsibility for administering the questionnaires. Dr. Charles Lund of the English Department acted as coordinator. OIR instructed Dr. Lund on the administration of the survey instrument. Faculty who administered the questionnaires were requested to complete the "Administrative Report Form". Also, students were provided guidelines on how to properly complete CIRP Student Information forms, OIR supplemental questions, and authorization forms. Dr. Lund was informed that although the completion of the questionnaires was voluntary on the part of the students, it was essential to the growth of UDC if the students cooperated. Questionnaires were administered to students enrolled in English Composition,111, and English Fundamentals, 015, from September 25 through September 27, 1978.

After the students completed the questionnaires, OIR inspected and validated the forms prior to shipment to INTRAN Corporation for processing. While inspecting the forms, the following errors were found and, whenever possible, corrected.

- Social security numbers were given on "Authorization to Release Data" forms but not on the survey instruments;
- Negative responses were given to questionnaire item concerning permission to use the students' identification numbers, yet authorization forms were signed.

- Social security numbers were not properly grided;
- Pens were used instead of the No.2 pencils;
- Answer boxes were marked incorrectly, i.e., boxes were checked rather than darkened;
- Number of credit hours indicated to be taken did not correspond with the status of full-time or part-time student.

In addition to the errors listed above, it appears that the students did not have sufficient time to complete the questionnaires. However, the faculty members indicated the entire class period, 1 to 2 hours, was allotted for this purpose.

Upon completion of the validating process, the survey forms were forwarded to INTRAN Corporation for processing. The processing by INTRAN consisted of compiling data into a series of tables depicting, by category, the number of responses and percentages by male, female and total to each questionnaire item.

These data were analyzed to determine the similarities and differences among the three groups of UDC freshmen. To accomplish the analysis, responses to survey items from the three groups of freshmen were compared and conclusion drawn. The main areas examined were: demographic characteristics (i.e., age, sex, ethnic origin); high school preparation; career aspirations and educational goals; personal attitudes on governmental, educational and social issues; and the ten questions designed uniquely for UDC.

A measure generally utilized to appraise the reliability of sample results as compared to what would have been collected through a census is the standard error. Since the standard error reflects the sample technique used, the sample size and levels of significance assumed, these values are presented in Table 1, Appendix C. Based on the number of respondents to each item and the confidence probabilities assumed, an estimate of the approximate standard error values for particular items in the survey can be determined from this table.

Demographic Characteristics

A profile of entering freshmen at UDC is described in this section in terms of their age, ethnic affiliation, marital status, educational level of parents, and financial background.

The median age of the freshmen surveyed is 19 years for the full-time and 20 years for the part-time. Transfer freshmen are slightly older with a median age of 24 years. The median age of the males and females is the same for the full-time freshmen. However, the part-time and transfer males are one year older than their female counterparts (see Table 1).

Table 1 presents ethnic data on the three groups of students. Black represent the majority: 88% of the full-time, 89% of the part-time and 80% of the transfer students. In addition, there are more Black females than Black males. The highest representation of White freshmen (17%) is found among the transfer group. About 2% of the part-time freshmen, and only 1% of the full-time freshmen are White. Unlike the Black freshmen surveyed, the percentage of White females is smaller than that of White males. Oriental and Spanish surnamed are not well represented among the freshmen population. Combined, they represent only 3% of the sampled freshmen.

The majority of the students surveyed are single. Only 7% of the full-time enrolles reported being either married or separated. Of the transfer students, 28% indicated that they are married or separated.

The majority of the freshmen surveyed also indicated that they are not veterans. The largest proportion of veterans (15%) is found among the transfer students.

In reviewing the educational level achieved by the parents of the freshmen surveyed, over 50% of the fathers and 60% of the mothers have either graduated

from or attended high school. (See Table 2.) In addition, both the full- and part-time freshmen reported a slightly greater proportion of mothers than fathers have some college education or college degrees. Among the transfer freshmen, the opposite appears true, more fathers than mothers have some college education or college degrees. With regards to parental income, both the full- and part-time freshmen males reported parental income higher than their female counterparts ($10,103 and $10,795 for males versus $9,649 and $9,145 for females). Among transfer students, however, parental income of the females is higher than that of the males' parents. The median parental income for full-time, part-time, and transfer students is $9,792, $9,646, and $9,610, respectively. (See Table 3.)

Most students reported that they are not receiving financial assistance from any source. Those who did report receiving some type of assistance stated that aid was obtained primarily through the Basic Education Opportunity Grant (30%) and the College Work-Study Grant (7%). Other sources listed were part-time employment (20%), savings from summer work (15%), and full-time employment (18%).

The full- and part-time freshmen surveyed were similar in characteristics in almost every way. There is only one year's difference in the median ages of the two groups. In terms of their marital status, the educational level achieved by parents as well as the parental income are relatively similar. Transfer freshmen, however, are different. They are at least four years older; a higher percentage of them are married or separated and are veterans; more of the fathers than the mothers have some college education or college degrees; they have the highest representation of White students; and parental incomes of the females is higher than that of the parental incomes of the males.

High School Preparation

To provide the necessary instructional resources that should be responsive to the needs of UDC students, information related to the student's secondary

schooling was collected. Secondary school experiences were similar among the three groups.

Data collected reveal that the majority of full- and part-time freshmen (79% and 73%, respectively) entered UDC either the first or second year after graduating from high school. Only 5% of the full-time and 6% of the part-time freshmen reported having graduated from high school three years prior to enrolling at UDC. As shown in Table 4, the proportion of full- and part-time freshmen who graduated from high school in 1975 or before (10% and 14%) is greater than those graduating in 1976 (5% and 6%). In addition, 57% of the transfer freshmen also reported graduating from high school in 1975 or before. Of the transfer freshmen, 21% reported graduating from high school in 1977, and only 10% reported 1976.

Of each category of freshmen surveyed, more males than females completed high school through the equivalency or GED examination : full-time, 7% males to 3% females; part-time, 9% males to 4% females; and transfer, 12% males to 11% females. Overall, only a small proportion of the freshmen reported receiving GED's: full-time (5%); part-time, (6%), and transfer (11%).

A review of Table 5 reveals that few freshmen had an average grade of "A" while in high school. Average grades of "B"and "C" appear to be the norm. The percentage of students with "C" average is slightly higher than that of students with "B" average. Females students faired better than males in academic achievements. Of the full-time freshmen, 51% of the females reported a "B" average as compared with 47% of the males. Among the transfer freshmen, 51% of the females maintained a "B" average compared to 39% of the males. Among the part-time females, however, 51% maintained a "C" average in high school. Few freshmen reported an average grade in high school of either "A" or "D".

Although over 60% of the freshmen reported pursuing a college preparatory program of study in high school (Table 6), and about half of that group also stated a need for remedial work in mathematics. Of the part-time freshmen, 51% stated such a need. About 1-out-of-3 full-time and transfer freshmen indicated a similar need for remedial work. Further, less than 1-out-of-3 freshmen from the three groups compared stated that their high school prepared them very well in mathematics.

The need for remedial work in reading is apparently not as great as that for mathematics. Of the freshmen surveyed 32% indicated that they were very well prepared in reading compared to only 19% that stated a need for remedial work in this area.

Educational Aspirations and Career Goals

Awareness of students' educational aspirations and career interests are necessary for planning academic progress. Survey findings on these topics are discussed in this section.

Full-time and transfer freshmen attend UDC primarily to obtain bachelor's degrees. Part-time freshmen are almost equally divided between those seeking associate's degrees (30%) and those seeking bachelor's degrees (41%). A review of Table 7 shows that 16% of the full-time freshmen plan to pursue master's degrees from UDC, while almost 1-out-of-3 students in this group is interested in attaining this degree elsewhere. The same proportion of the transfer freshmen indicated the intent of pursuing graduate studies at other institutions.

An examinaiton of table 8 supports the observation that about 1 out-of-3 freshmen had not selected a major field of specialization. At this early stage of the students' college careers, it is not unusual that many had not chosen majors. However, those that did identify majors indicated that business and arts, including the humanities and social sciences, were the probable areas of

concentration. The health field was ranked third. Respondents were least attracted to physical and biological science as well as education.

As expected, categories that were chosen as probable fields of specialization were also selected as probable areas of career occupation. Business (21%), health science(20%), and computer science(13%) were identified by the freshmen as the areas in which they would likely attain career occupations.

Personal Attitudes

Freshmen were surveyed on their views towards education, government, social and moral issues. On issues pertaining to the Federal Government, the majority of freshmen strongly agree that the Government:

- o is not doing enough to control pollution;
- o should direct efforts toward the protection of the consumer; and
- o should do more to discourage energy consumption.

Over 74% of the freshmen also feel strongly that energy shortages could cause wars and major depressions within their lifetime if action is not taken to prevent these types of crises.

Questioned on their views concerning abortion, over 60% of the freshmen surveyed strongly agree that abortion should be legalized. Among the part-time respondents, almost 66% of the males and 60% of the females are of the opinion that it should be permitted by law. Among the full-time and transfer enrollees more females than males believe abortion should be legalized. In fact, 63% males to 68% females among the full-time and 61% males to 62% females among the transfer students support this view. Among all three groups surveyed, more males than females strongly feel that divorce laws should be liberalized. This view is particularly evident among the part-time enrollees. Of this group, 70% of the males compared to 54% of the females feel strongly regarding the liberalization of divorce laws. The issue concerning women's role in today's society

was also raised. A greater proportion of the part-time males(54%) than part-time females (34%) indicated that the activities of married women should be confined to family and home. Both full-time and transfer males also support this opinion; however, the percentage who did so was not as great (42% full-time and 49% transfer). On the other hand, all three groups of males strongly agree with their female counterparts that there should be job equality between the sexes.

Males outnumbered the females in the view that it is important to have laws prohibiting homosexual relations. In addition, males outnumbered the females in the belief that sex is all right if two people like each other,even if they have known each other for a very short time. Males were also more liberal than females in the view that a couple should live together for some time before deciding to marry.

In reference to issues pertinent to education, the majority of the freshmen strongly feel that:

- o busing is okay if it helps to achieve racial balance.
- o an open-admissions institution should employ the same performance standards in awarding degrees to all students;
- o students from disadvantaged social backgroumd should be given preferential treatment in college admissions; and
- o faculty's promotions should be partially based on evaluations they received from students.

Only a few students believe that college grades should be abolished or that organized sports should be de-emphasized.

The differences in personal attitudes are not manifested among the three groups, but rather between the males and females. This is particularly evident among issues such as abortion, divorce,and the role of women in today's society and sex. However, the males and females in all three groups share similar views on government and education.

Selected Items Particular to UDC

Additional questions relevant only to UDC were added to the CIRP questionnaire to further aid UDC administrators in the planning and development processes. The questions were designed to elicit specific information on mode of travel, attrition, prospective students and sources through which students learned of UDC.

The median distance from home or work to UDC is approximately 7 miles for all three groups, However, the amount of time required to travel this distance varied. The median arrival time for full-time freshmen was 35 minutes compared to 29 minutes for the part-time freshmen and 28 minutes for the transfer freshmen. Further, for each group of students surveyed, the arrival time for males was approximately five minutes less than that for females. The mode of transportation used by approximately 70% of the freshmen is the Washington Metropolitan Area Transit System. The automobile is used by approximately 26% of the freshmen. Only 3% of the freshmen surveyed stated that they walked to campuses.

When asked about the probable semester of return if they must drop-out after the Fall 1978-79 term, 32% of both the full- and part-time freshmen and 27% of the transfer enrollees indicated the time of return was unknown. See Table 10. Summer 1979 was indicated as the time of return by 18% of the full-time freshmen, 16% of the part-time freshmen and 20% of the transfer freshmen. Less than 2% of the freshmen indicated Spring 1980. A slightly higher proportion indicated Fall 1980. Most of the freshmen surveyed indicated that they did not expect to drop out. Over 40% of each group stated that they would return in Spring 1979.

The incidence of family members with handicaps who may be interested in attending UDC was quite low. Only 3% of the respondents indicated having relatives with handicaps who may be interested in enrolling at the University.

Table 11 indicates the sources by which the freshmen learned of UDC. In about the same proportion, all three groups indicated friends - 26% full-time, 30% part-time, and 36% transfer. A large proportion of the full-time (23%) and part-time (31%) students indicated high school counselors as their sources. One-fourth of the full-time freshmen and almost one-fifth of the part-time freshmen indicated family members as the sources. A significant proportion of the transfer freshmen surveyed (20%) stated that they learned of the University through the public media.

The three groups responded in a similar manner to the items particular to UDC. Full-time freshmen responded in the same manner as their part-time and transfer counterpart to such topics as mode of travel, relatives with handicaps, distance from home or work to UDC campuses, and incidence of stopping out. Transfer students differed only in their means of learning of the University. In this instance, more transfer freshmen indicated the public media than did their full- and part-time counterparts.

Recommendations

Special interest expressed by the sampled students in business, arts, and health majors suggests that there is a need to assess the program offerings of UDC Graduate School. Despite graduate offerings of the University in the College of Business and Public Management, the respondents indicated plans to pursue graduate studies at other institutions.

The findings, likewise, imply the need to project job openings by occupational levels and specialities for the Washington Metropolitan Area in the 1980's. It is recommended that this study become the basis for advising undergraduate enrollees as well as for realigning UDC program offerings in order to keep pace with the occupational demands of the Federal Government, local governments, and private industry.

It is recommended that UDC continue to participate in the CIRP survey and

utilize the special options provided so that data on entering freshmen with respect to demographic characteristics, academic background, career interest,and personal attitudes could become the foundation for enhancing the relevance of program offerings.

TABLE 1 -- DEMOGRAPHIC CHARACTERISTICS OF UDC SAMPLE FRESHMEN, FALL 1978-79

Demographic Characteristics	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Age																		
Under 20	116	69.9	174	78.4	290	74.7	55	52.9	113	63.9	168	59.8	37	20.7	73	27.0	110	24.5
21-25	27	16.3	30	13.5	57	14.7	25	24.0	33	18.6	58	20.6	65	36.3	90	33.3	155	34.5
26-29	11	6.6	6	2.7	17	4.4	11	10.6	10	5.6	21	7.5	40	22.3	46	17.0	86	19.2
30+	12	7.2	12	5.4	24	6.2	13	12.5	21	11.9	34	12.1	37	20.7	61	22.7	98	21.8
Total	166	100.0	222	100.0	388	100.0	104	100.0	177	100.0	281	100.0	179	100.0	270	100.0	449	100.0
Median Age	19		19		19		20		19		20		25		24		24	
Race																		
Black	142	83.5	207	92.0	349	88.3	82	82.0	160	93.5	242	89.4	129	75.0	218	83.8	347	80.3
White	3	1.8	2	0.9	5	1.3	5	5.0	1	0.6	6	2.2	12	7.0	10	3.8	22	5.1
Oriental	3	1.8	2	0.9	5	1.3	1	1.0	1	0.6	2	0.7	4	2.3	2	0.9	6	1.4
Spanish Surname	3	1.8	1	0.4	4	1.0	2	2.0	--	--	2	0.7	4	2.3	4	1.5	8	1.9
Other	19	11.1	13	5.8	32	8.1	10	10.0	9	5.3	19	7.0	23	13.4	26	10.0	49	11.3
Total	170	100.0	225	100.0	395	100.0	100	100.0	171	100.0	271	100.0	172	100.0	260	100.0	432	100.0
Marital Status																		
Single	142	86.4	202	92.7	344	90.0	87	85.9	151	86.9	238	86.5	117	69.0	191	74.8	308	72.5
Married	15	9.3	9	4.1	24	6.3	12	12.1	16	9.1	28	10.3	38	22.2	37	14.6	75	17.6
Separated	7	4.3	7	3.2	14	3.7	2	2.0	7	4.0	9	3.3	15	8.8	27	10.6	42	9.9
Total	164	100.0	218	100.0	382	100.0	101	100.0	174	100.0	275	100.0	170	100.0	255	100.0	425	100.0
Veterans																		
No	145	87.8	217	99.1	362	94.3	86	85.9	172	99.4	258	94.5	118	66.9	255	96.2	373	84.6
Yes	20	12.2	2	0.9	22	5.7	14	14.1	1	0.6	15	5.5	58	33.1	10	3.8	68	15.4
Total	165	100.0	219	100.0	384	100.0	100	100.0	173	100.0	273	100.0	176	100.0	265	100.0	441	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

OIR 3.79

TABLE 2 -- HIGHEST LEVEL OF EDUCATION OF PARENTS, UDC SAMPLE FRESHMEN, FALL 1978-79

Highest Level of Education	Full-Time Male #	Full-Time Male %	Full-Time Female #	Full-Time Female %	Full-Time Total #	Full-Time Total %	Part-Time Male #	Part-Time Male %	Part-Time Female #	Part-Time Female %	Part-Time Total #	Part-Time Total %	Transfer Male #	Transfer Male %	Transfer Female #	Transfer Female %	Transfer Total #	Transfer Total %
Father's Education																		
Grammar school or less	31	21.8	24	12.8	55	16.7	18	21.2	29	19.9	47	20.3	35	23.0	62	27.1	97	25.4
Some high school/high school graduate	79	55.7	112	59.6	191	57.9	47	55.3	91	62.3	138	59.7	86	56.6	120	52.4	206	54.1
Postsecondary other than college	3	2.1	6	3.2	9	2.7	3	3.5	3	2.1	6	2.7	4	2.6	6	2.6	10	2.6
Some college/college degree	18	12.7	37	19.6	55	16.7	11	12.9	17	11.6	28	12.1	20	13.2	31	13.5	51	13.4
Some graduate school/ graduate degree	11	7.7	9	4.8	20	6.0	6	7.1	6	4.1	12	5.2	7	4.6	10	4.4	17	4.5
Total	142	100.0	188	100.0	330	100.0	85	100.0	146	100.0	231	100.0	152	100.0	229	100.0	381	100.0
Mother's Education																		
Grammar school or less	19	21.1	22	10.7	41	11.3	17	18.5	22	14.0	39	15.7	33	21.4	39	16.8	72	18.7
Some high school/high school graduate	96	61.1	132	64.1	228	62.8	53	57.6	108	68.9	161	64.7	90	21.4	39	16.8	232	18.7
Postsecondary other than college	7	4.5	8	3.9	15	4.1	4	4.3	4	2.5	8	3.2	9	5.8	13	5.6	22	5.7
Some college/college degree	25	16.0	37	17.9	62	17.1	14	15.3	19	12.1	33	13.2	18	11.7	31	13.4	49	12.7
Some graduate school/ graduate degree	10	6.3	7	3.4	17	4.7	4	4.3	4	2.5	8	3.2	4	2.6	7	3.0	11	2.8
Total	157	100.0	206	100.0	363	100.0	92	100.0	157	100.0	249	100.0	154	100.0	232	100.0	386	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

TABLE 3 — ESTIMATED PARENTAL INCOME OF UDC SAMPLE FRESHMEN, FALL 1978-79

Estimated Parental Income	Full-Time Male #	Full-Time Male %	Full-Time Female #	Full-Time Female %	Full-Time Total #	Full-Time Total %	Part-Time Male #	Part-Time Male %	Part-Time Female #	Part-Time Female %	Part-Time Total #	Part-Time Total %	Transfer Male #	Transfer Male %	Transfer Female #	Transfer Female %	Transfer Total #	Transfer Total %
$																		
43,000	18	13.5	20	11.8	38	12.6	8	10.4	25	18.8	33	15.7	18	14.4	25	13.5	43	13.9
3,000-5,999	24	18.0	30	17.8	54	17.9	10	12.9	24	18.0	34	16.2	22	17.6	19	10.3	41	13.2
6,000-7,999	15	11.3	18	10.7	33	10.9	12	15.6	12	9.0	24	11.4	12	9.6	30	16.2	42	13.6
8,000-9,999	9	6.8	20	11.8	29	9.6	5	6.5	12	9.0	17	8.1	14	11.2	22	11.9	36	11.6
10,000-12,499	12	9.0	31	18.3	43	14.2	11	14.3	16	12.0	27	12.9	11	8.8	26	14.0	37	11.9
12,500-14,999	17	12.8	14	8.3	31	10.3	9	11.7	15	11.3	24	11.4	18	14.4	16	8.6	34	11.0
15,000-19,999	8	6.0	11	6.5	19	6.3	6	7.8	13	9.8	19	9.0	10	8.0	22	11.9	32	10.3
20,000-24,999	14	10.5	9	5.3	23	7.6	6	7.8	6	4.5	12	5.7	5	4.0	8	4.3	13	4.2
25,000-34,999	9	6.8	13	7.7	22	7.3	8	10.4	7	5.3	15	7.2	7	5.6	4	2.3	11	3.5
35,000-49,999	6	4.5	2	1.2	8	2.6	1	1.3	2	1.5	3	1.4	5	4.0	11	5.9	16	5.2
50,000 or more	1	0.8	1	0.6	2	0.7	1	1.3	1	0.8	2	1.0	3	2.4	2	1.1	5	1.6
Total	133	100.0	169	100.0	302	100.0	77	100.0	133	100.0	210	100.0	125	100.0	185	100.0	310	100.0
Median Income	$ 10,103		9,649		9,792		10,795		9,145		9,646		9,499		9,681		9,610	

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 4 -- YEAR OF GRADUATION FROM HIGH SCHOOL OF UDC SAMPLE FRESHMEN, FALL 1978-79

Year	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1978	94	64.8	139	72.0	233	68.9	44	50.6	87	58.4	131	55.5	--	--	--	--	--	--
1977	19	13.1	15	7.8	34	10.1	16	18.4	27	18.1	43	18.2	33	18.2	61	22.3	94	20.7
1976	9	6.2	9	4.7	18	5.3	5	5.7	8	5.4	13	5.5	21	11.6	26	9.5	47	10.4
1975 or earlier	12	8.3	21	10.9	33	9.8	14	16.1	20	13.4	34	14.4	105	58.0	153	56.1	258	56.8
High school equivalency (GED)	10	6.9	6	3.1	16	4.7	8	9.2	6	4.0	14	6.0	21	11.6	29	10.6	50	11.0
Never completed high school	1	0.7	3	1.5	4	1.2	--	--	1	0.7	1	0.4	1	0.6	4	1.5	5	1.1
Total	145	100.0	193	100.0	338	100.0	87	100.0	149	100.0	236	100.0	181	100.0	273	100.0	454	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

OIR 3.79

TABLE 5--AVERAGE GRADE IN HIGH SCHOOL OF UDC SAMPLE FRESHMEN, FALL 1978-79

Grade	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
A	8	4.8	15	6.7	23	5.9	5	4.9	8	4.7	13	4.7	11	6.2	14	5.2	25	5.
B	80	47.4	113	50.9	193	49.3	37	36.3	77	44.2	114	41.3	69	39.0	135	50.6	204	45.
C	79	46.7	93	41.9	172	44.0	57	55.9	89	51.1	146	52.9	94	53.1	115	43.1	209	47.
D	2	1.1	1	0.5	3	0.8	3	2.9	---	--	3	1.1	3	1.7	3	1.1	6	1.
Total	169	100.0	222	100.0	391	100.0	102	100.0	174	100.0	276	100.0	177	100.0	267	100.0	444	100

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 6 -- HIGH SCHOOL PROGRAM OF UDC SAMPLE FRESHMEN, FALL 1978-79

Program of Study	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
College Preparatory	118	73.8	155	73.1	273	73.4	55	59.1	109	67.7	164	64.6	114	67.5	159	62.4	273	64.4
Other	42	26.2	57	26.9	99	26.6	38	40.9	52	32.3	90	35.4	55	32.5	96	37.6	151	35.6
Total	160	100.0	212	100.0	372	100.0	93	100.0	161	100.0	254	100.0	169	100.0	255	100.0	424	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 7 -- HIGHEST DEGREE PLANNED BY UDC SAMPLE FRESHMEN, FALL 1978-79

Degree Planned	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
At UDC																		
None	8	7.7	15	10.9	23	9.5	0	0.0	9	8.8	9	5.6	3	2.6	8	4.6	11	3.8
Associate	24	23.1	29	21.2	53	22.0	19	31.7	30	29.4	49	30.2	18	15.5	38	21.7	56	19.2
Bachelor's	48	46.1	62	45.3	110	45.6	24	40.0	43	42.2	67	41.3	64	55.2	99	56.6	163	56.0
Masters	16	15.4	22	16.0	38	15.8	9	15.0	12	11.8	21	13.0	23	19.8	20	11.4	43	14.8
Other	8	7.7	9	6.6	17	7.1	8	13.3	8	7.8	16	9.9	8	6.9	10	5.7	18	6.2
Total	104	100.0	137	100.0	241	100.0	60	100.0	102	100.0	162	100.0	116	100.0	175	100.0	291	100.0
Anywhere																		
None	7	5.3	3	1.7	10	3.3	2	2.8	7	5.7	9	4.6	3	2.4	9	4.9	12	3.9
Associate	11	8.4	17	9.8	28	9.2	7	9.8	15	12.2	22	11.3	11	8.9	15	8.2	26	8.
Bachelor's	33	25.2	53	30.6	86	28.3	22	31.0	41	33.3	63	32.5	30	24.4	54	29.8	84	27.6
Masters	45	34.4	43	24.9	88	28.9	20	28.2	32	26.0	52	26.8	37	30.1	56	30.8	93	30.5
Ph.D.or Ed.D.	19	14.5	32	18.5	51	16.8	8	11.3	15	12.2	23	11.9	29	23.6	27	14.8	56	18.4
Other	16	12.2	25	14.5	41	13.5	12	16.9	13	10.6	25	12.9	13	10.6	21	11.5	34	11.1
Total	131	100.0	173	100.0	304	100.0	71	100.0	123	100.0	194	100.0	123	100.0	182	100.0	305	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

TABLE 8 -- PROBABLE FIELD OF STUDY OF UDC SAMPLE FRESHMEN, FALL 1978-79

Major Field of Study	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Arts, Humanities, Social Science	13	10.4	26	15.6	39	13.4	10	13.3	17	13.2	27	13.2	34	25.6	26	12.8	60	17.9
Biological, Physical Science	5	4.0	5	3.0	10	3.4	5	6.6	4	3.1	9	4.4	9	6.8	10	4.9	19	5.7
Business	27	21.6	38	22.7	65	22.3	17	22.7	40	31.0	57	27.9	23	17.3	54	26.6	77	22.9
Education	3	2.4	14	8.4	17	5.8	1	1.3	12	9.3	13	6.4	3	2.2	14	6.9	17	5.1
Engineering	22	17.6	4	2.4	26	8.9	17	22.7	--	---	17	8.3	17	12.8	3	1.5	20	5.9
Technical	23	18.4	10	6.0	33	11.3	11	14.7	9	7.0	20	9.8	16	12.0	18	8.9	34	10.1
Others	32	25.6	70	41.9	102	34.9	14	18.7	47	36.4	61	30.0	31	23.3	78	38.4	109	32.4
Total	125	100.0	167	100.0	292	100.0	75	100.0	129	100.0	204	100.0	133	100.0	203	100.0	336	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 9 -- PROBABLE CAREER OCCUPATION OF UDC SAMPLE FRESHMEN, FALL 1978-79

Probable Occupation	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business	21	21.4	37	21.3	65	21.3	21	26.6	35	25.7	56	26.0	26	20.0	50	25.4	76	23.2
Education	9	6.9	10	5.7	19	6.3	1	1.3	9	6.6	10	4.7	5	3.9	8	4.1	13	4.1
Health Sciences	8	6.1	54	31.0	62	20.3	3	3.8	27	19.9	30	13.9	15	11.5	57	28.9	72	22.0
Computer Science	26	19.8	14	8.1	40	13.1	14	17.7	18	13.2	32	14.9	15	11.5	19	9.6	34	10.4
Other	51	38.9	46	26.4	97	31.8	31	39.2	36	26.5	67	31.2	63	48.5	47	23.9	110	33.6
Undecided	9	6.9	13	7.5	22	7.2	9	11.4	11	8.1	20	9.3	6	4.6	16	8.1	22	6.7
Total	131	100.0	174	100.0	305	100.0	79	100.0	136	100.0	215	100.0	130	100.0	197	100.0	327	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 10 -- PROBABLE TIME OF RETURN OF UDC FRESHMEN (FALL 1978-79) AFTER STOP-OUT

Time of Return	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Spring 1979	59	44.7	70	39.8	129	41.9	39	47.6	59	42.1	98	44.1	69	52.3	85	42.5	154	46.4
Summer 1979	23	17.4	32	18.2	55	17.9	15	18.3	20	14.3	35	15.8	23	17.4	43	21.5	66	19.9
Fall 1980	4	3.0	15	8.5	19	6.2	3	3.7	12	8.6	15	6.7	7	5.3	10	5.0	17	5.1
Spring 1980	3	2.3	3	1.7	6	1.9	2	2.4	1	0.7	3	1.4	1	0.8	5	2.5	6	1.8
Unknown	43	32.6	56	31.8	99	32.1	23	28.0	48	34.3	71	32.0	32	24.2	57	28.5	89	26.8
Total	132	100.0	176	100.0	308	100.0	82	100.0	140	100.0	222	100.0	132	100.0	200	100.0	332	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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TABLE 11 -SOURCE BY WHICH UDC SAMPLE FRESHMEN (FALL 1978-79) LEARNED OF THE UNIVERSITY

Source	Full-Time						Part-Time						Transfer					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
High School Counselor	32	23.9	41	23.0	73	23.4	21	26.6	45	32.8	66	30.6	14	10.9	26	13.5	40	12.5
Public Media	16	11.9	20	11.2	36	11.5	9	11.4	14	10.2	23	10.6	35	27.4	29	15.0	64	19.9
Family Member	25	18.7	53	29.8	78	25.0	16	20.3	25	18.3	41	19.0	11	8.6	34	17.6	45	14.0
Friend	39	29.1	42	23.6	81	26.0	22	27.8	43	31.4	65	30.1	47	36.7	69	35.8	116	36.1
UDC Employee or Student	22	16.4	22	12.4	44	14.1	11	13.9	10	7.3	21	9.7	21	16.4	35	18.1	56	17.5
Total	134	100.0	178	100.0	312	100.0	79	100.0	137	100.0	216	100.0	128	100.0	193	100.0	321	100.0

Since the percentages in the CIRP tables in most instances were greater than or less than 100, they were redistributed based on the number of respondents per survey item.

Source: Compiled from "Summary of Data on Entering Freshmen for Fall (1978)", Cooperative Institutional Research Program, conducted jointly by the American Council on Education and the University of California, Los Angeles, Jan. 1979.

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APPENDICES

Appendix A

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

July 6, 1978

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
OF THE AMERICAN COUNCIL ON EDUCATION AND THE
UNIVERSITY OF CALIFORNIA AT LOS ANGELES

GRADUATE SCHOOL OF EDUCATION
LOS ANGELES, CALIFORNIA 90024

Dear Institutional Representative:

We are pleased that your institution is participating in the Cooperative Institutional Research Program. Under separate cover we are sending the 3,000 Student Information Forms that you requested. The forms will be mailed from Minneapolis so as to reach you on or before July 31. If for some reason you do not receive them by that date, please call me collect (213-825-1925).

This marks the 13th year of this continuing study of higher education. Past experience has indicated that your adherence to a few simple procedural guidelines will result in maximum benefits for your institution and for our program. These guidelines, attached, are in two parts: first, those which are general and apply to all participating institutions, and second, those additional guidelines which pertain to institutions selecting one or more of the special options offered in this program.

We strongly urge all institutions to take advantage of Special Option #1. We have received many requests from institutions wishing to perform follow-up studies for data files of identifiable student data. We cannot fulfill these requests unless the institution has had their students grid their I.D. numbers on the SIF at the time of administration.

It is imperative for the success of this program that the attached Administration Report Form be completely and accurately filled out and returned with the Student Information Forms to Minneapolis. (You do not need to return unused forms.) All completed forms must be returned by October 16, 1978 Also, please find enclosed for your convenience, a checklist and a schedule of operations.

Thank you again for your cooperation in the Cooperative Institutional Research Program.

Sincerely yours,

Margo King

Margo R. King
Staff Coordinator

Attachments: Administration Report Form
Guidelines
Special Options
Checklist

Appendix A

ADMINISTRATION REPORT FORM

1978

Cooperative Institutional
Research Program

Note: This form is essential to the processing of your questionnaires. Please be sure that you have filled it out completely and that you return it, along with your completed student questionnaires, to our contractor in Minneapolis. Please answer all questions accurately or to the best of your knowledge. If you do not expect to be able to obtain the information by October 16, 1978, please ship the questionnaires to Minneapolis without the form and mail the form to UCLA when you have obtained the needed information. Please let Margo King (213-825-1925) know that the form will be arriving separately.

A. Name of Institution _____

_____
City State

B. Please provide your most accurate estimate of the following counts:

	Men	Women	Total
1. Number of first-time, full-time entering freshmen enrolled for 1978.	_____	_____	_____
2. Number of first-time, full-time entering black or minority group freshmen enrolled for 1978.	_____	_____	_____

C. If you have requested breakouts, please first reread Attachment 1, paragraph #5. Then please list the label for each group below. All forms should be included in these eight breakout groups; if you have requested breakouts, you must have at least two physically separated and labeled groups and no more than eight. If you have surveyed nonfreshmen (including transfer students) and part-time students, they must be included in these eight groups. DO NOT BUNDLE NONFRESHMEN AND PART-TIME STUDENTS SEPARATELY. They will be automatically removed, by analyses of questionnaire item responses, and a separate report will be provided automatically.

Breakout Label

1) _____ 5) _____

2) _____ 6) _____

3) _____ 7) _____

4) _____ 8) _____

D. Was the questionnaire administered:

	Yes	No
1. In a single large group?	☐	☐
2. In two or more smaller groups?	☐	☐
3. In one or more proctored groups?	☐	☐
4. By mail?	☐	☐
5. By some other distribution and collection procedure?	☐	☐

E. Describe briefly any unusual circumstances or special problems encountered in administering the questionnaire.

F. If more than 20 percent of your first-time, full-time freshmen did not participate in the survey, please explain.

_____
Signature of Person Completing Form

_____
Title

Appendix A

Attachment 1

General Guidelines for All Participants

1) The Student Information Forms are designed to be self-administered in a proctored situation during the freshman orientation or registration period. Preferably, the forms should be completed by your entering freshman class before the start of the academic year. If this is not possible, they should be completed before the end of the first full week of classes.

2) The questionnaire is processed by an optical scanning device, and therefore, it must be filled out in black lead PENCIL. Forms filled out in ink cannot be processed. If possible, provide #2 pencils in the testing situation.

3) The questionnaires should not be folded. Staples and paper clips may not be used.

4) As soon as the forms have been completed by your students, complete the attached Administration Report Form. This form must be completely filled out in order for your questionnaires to be processed and must be returned WITH THE QUESTIONNAIRES TO expedite the production and dissemination of institutional summary reports and comparable national normative data. RETURN the completed questionnaires and Administration Report Form in the self-addressed box(es) provided to:

INTRAN Corporation
4555 West 77th Street
Minneapolis, Minnesota 55435

These forms must be returned by October 16, 1978. We suggest that you choose a shipping method that can be traced if the shipment is lost en route and that you keep any receipts that will facilitate such tracer action. If the forms are shipped in more than one package, please so indicate on the exterior of the cartons (e.g., "1 of 3"). Please send all of your forms and the Administration Report Form at the same time. Place the Administration Report Form on top of the questionnaires in box 1.

5) Summary reports will be provided to each participating institution. The data for your institution will be reported in the first three columns (male, female, total); the second three columns (male, female, total)--expect on the part-time and transfer student reports)--give weighted normative data based on all students entering a type of institution comparable to your own. Provisions are made to supply separate summary reports for special breakout groups of FIRST-TIME, FULL-TIME FRESHMEN, if you so desire. Some typical breakouts are by department, or by in-state versus out-of-state residents. You are permitted a MAXIMUM OF EIGHT (8) breakout groups. Each group should include full-time students and part-time and transfer students, if surveyed. Part-time and transfer students should not be separated from the first-time, full-time students. These eight (or less) groups must be completely independent of one another, i.e., a single student must belong in one and only one breakout group. It is essential that the forms be packaged separately for each group, and that each group be clearly specified on its package. If the forms are not physically packaged and labeled separately into groups, you will not receive separate reports for each group. In addition to summary reports for the first-time, full-time freshmen within each separately packaged and labeled breakout group, you will be provided with a total summary report on all your first-time, full-time freshmen. Do not request any breakdowns by sex because these are automatically provided in your summary reports for each breakout group and for all first-time, full-time freshmen. Do no request any breakouts by part-time or transfer students; we provide only a total report for each of these two groups.

6) If you desire, nonfreshmen (including transfer students) and part-time students may also be surveyed. Bundle all questionnaires (full-time and part-time freshmen and nonfreshmen) in one unit, or if you have requested breakouts, bundle all questionnaires in the appropriate breakout groups. Bundle nonfreshmen and part-time students together with all other first-time, full-time freshmen; we will separate out nonfreshmen and part-time students when the forms are processed. You will be provided two additional summary reports: one on all nonfreshmen students and one on all part-time freshmen.

7) Since the best results are obtained when the forms are administered in a proctored situation, this method is recommended. For the purposes of UCLA and the American Council on Education, participation in this survey is voluntary; freshmen should be specifically informed of this unless you choose to make completion of the form an institutional requirement for all entering freshmen. It is essential that you obtain as close to 100 percent of your first-time freshmen as is possible so that your data may be included in the National Norms and your institutional summary report will be of maximum value to you.

8) Since students may inquire about how data are handled at UCLA, it may be well to familiarize yourself with our procedures as described in "A 'Link' System for Assuring Confidentiality of Research Data in Longitudinal Studies," by A. W. Astin and R. F. Boruch (American Educational Research Journal, Vol. 7, No. 4, November 1970).

9) The special 9-circle grid labeled "Mark in this area only if directed" and the additional 2-circle grid, labeled "GRP Code" in the middle left hand column of page one of the questionnaire should be ignored unless you are choosing one of the options described in Attachment 2. The same applies to the set of circles for items 38-47 in the lower right hand portion of page four of the questionnaire. Under all circumstances, ignore the set of grids labeled, "Do Not Mark in This Area," which is adjacent to the 9-circle and 2-circle grids in the middle left hand column of page one. (These are used for our own quality control procedures.)

Appendix A

Attachment 2

Special Options Available to Your Institution

1) Obtaining Item Data for Local Research. You will have the opportunity to request a computer tape containing the coded item responses of each of your freshmen. Even if you do not now plan to make use of this service, your institution might find it useful in the future. We therefore recommend strongly that you take advantage of this option, and have each student grid his or her identification number into the 9-digit box in the middle left hand column of the Information form, labeled "Mark in this area only if directed." If your student number is less than 9 digits, have the students start at the left hand edge of the box and continue gridding in their numbers across successive columns, filling in any remaining columns with zeros. Only one digit per column should be marked. Also have the student answer the question directly after Question #38 on page 4 of the Student Information Form. We must have the student's informed consent before we can return the data with identifying information. Please note that if the I.D. numbers are not gridded when the student fills out the questionnaire, you will never be able to receive the 1977 data with identifying information.

2) Identification of Additional Subgroups. To the right of the 9-digit grid, you will find an additional 2-digit grid, labeled, "GRP Code." This 2-digit grid is provided solely for your use in identifying students in special programs or other groups of special interest to you if you should elect to receive a data tape. Its use is optional. In effect, this grid enables you to obtain many more breakout groups than the eight described in paragraph #5 of the first attachment, provided you are willing to perform the analysis yourself. For example, special environmental subunits at your institution (residency groups, special educational programs, etc.) might be coded on this grid. If you choose to use this 2-digit grid, please explain your code in the space provided at the end of the attached Administration Report Form.

3) Optional (local) Items. At the end of the questionnaire (lower right portion of page 4) you will find a set of circles provided that will permit you to ask up to 10 additional questions of interest to your college (Nos. 39-48). Each item permits a maximum of five alternatives (A-E). Students may be told to mark only one alternative. Fewer than five response alternatives may be used for any of the items, in which case students should be instructed to choose only among those circles that apply, starting from the left. The student responses to these optional items will be included on the computer tape described in paragraph #1, and the statistics for these items will be included in your institutional summary report. The construction of these items and the supplemental directions to the students are the responsibility of your college. We recommend that you prepare and distribute to your students a sheet containing your supplemental instructions, your additional questions, and the response alternatives (indicated by the letters A through E). We would also appreciate receiving from you a courtesy copy of your questions and supplemental instructions for our information. Please send them directly to the Higher Education Laboratory, Graduate School of Education, University of California, Los Angeles, Los Angeles, California 90024, Attention: Margo R. King.

Appendix A

Checklist and Approximate Schedule of Operations

1.	Received sufficient questionnaires	On receipt of materials
2.	Studied and understood General Guidelines	On receipt of materials
3.	Studied and chose Special Options available	On receipt of materials
4.	Set up a file including these materials and your records of participation	On receipt of materials
5.	Arranged logistics of testing, including arrangements for:	As soon as possible after receipt of materials
	a. testing time	
	b. testing space	
	c. proctors (see paragraph 7, General Guidelines)	
	d. special option materials (as pertinent)	
	e. pencils (see paragraph 2, General Guidelines)	
6.	Administer questionnaires	At registration, or no late than the first full week of classes
7.	Complete Administration Report Form	On completion of testing
8.	Combined completed questionnaires and the Administration Report Form and prepared for shipment:	By October 16, 1978
	a. separately labeled multiple packages for high volume and/or use of subgroup option in paragraph 4, General Guidelines	
	b. arranged for shipment to Minneapolis in accordance with paragraph 4, general guidelines	
	c. actual shipment and retention of receipts	
9.	Received your copy of your institutional report	On or about 12/20/78
10.	Received your form for requesting a computer tape (see paragraph #1, Special Options)	On or about 1/15/79
11.	Received your copy of the published national norms for entering college freshmen, 1978	On or about 1/15/79

Appendix A

330873

PLEASE PRINT: YOUR NAME _____ (First, Middle or Maiden, Last)

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____ ( ) Area Code Home Phone No.

When were you born? Month (01-12) Day (01-31) Year

1978 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball point or fountain pen be properly read? Yes.. ○ No.. ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence.

Sincerely, Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED — CARD CODE

1. Your sex: Male.. ○ Female.. ○

2. Are you a veteran? (Mark one) No.. ○ Yes.. ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21	○
17	○	22	○
18	○	23-25	○
19	○	26-29	○
20	○	30 or older	○

4. In what year did you graduate from high school? (Mark one)

1978	○	Did not graduate but passed G.E.D. test	○
1977	○		
1976	○	Never completed high school	○
1975 or earlier	○		

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You!)

5. Was your high school program: (Mark one)
College preparatory? ○
Other? (For ex., vocational) ○

6. What was your average grade in high school? (Mark one)

A or A+	○	B-	○
A-	○	C+	○
B+	○	C	○
B	○	D	○

7. How well do you feel that your high school prepared you in the following areas:

(Mark one in each row)	Very Well	Pretty Well	Poorly
Mathematical skills	○	○	○
Reading and composition	○	○	○
Foreign languages	○	○	○
Science	○	○	○
History, social awareness	○	○	○
Vocational skills	○	○	○
Musical and artistic skills	○	○	○
Study habits	○	○	○

8. Are you enrolled (or enrolling) as a: (Mark one)
Full-time student? ○
Part-time student? ○

9. Prior to this term, have you ever taken courses for credit at this institution?
Yes ○ No ○

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No	○	○
Yes, at a junior or comm. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have had	Will need		Have had	Will need
English	○	○	Social studies	○	○
Reading	○	○	Science	○	○
Mathematics	○	○	Foreign language	○	○

12. How many miles is this college from your permanent home? (Mark one)

5 or less	○	51-100	○
6-10	○	101-500	○
11-50	○	More than 500	○

13. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

14. Is this college your: (Mark one)
First choice? ○
Second choice? ○
Third choice? ○
Less than third choice? ○

15. To how many colleges other than this one did you apply for admission this year?
None other ○ 1. ○ 2. ○ 3. ○ 4. ○ 5. ○ 6 or more ○
(Note: If you applied to no other colleges, skip to item 17 on the next page.)

16. How many other acceptances did you receive this year? (Mark one)
None ○ 1. ○ 2. ○ 3. ○ 4. ○ 5. ○ 6 or more ○

Appendix A

17. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,499	$1,500–$2,000	Over $2,000
Parents or family aid, or gifts	○	○	○	○	○	○
Grants or Scholarships						
Basic Educational Opportunity Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
State scholarship or grant	○	○	○	○	○	○
College grant (other than above)	○	○	○	○	○	○
Other private grant	○	○	○	○	○	○
Loans						
Fed. guaranteed student loan	○	○	○	○	○	○
Nat'l direct student loan	○	○	○	○	○	○
Other college loans	○	○	○	○	○	○
Other loan	○	○	○	○	○	○
Work and Savings						
College Work-Study grant	○	○	○	○	○	○
Other part-time work while attending	○	○	○	○	○	○
Full-time work while attending	○	○	○	○	○	○
Savings from summer work	○	○	○	○	○	○
Other savings	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Your G.I. benefits	○	○	○	○	○	○
Your parent's G.I. benefits	○	○	○	○	○	○
Social secur. dependent's benefits	○	○	○	○	○	○
Other	○	○	○	○	○	○

18. Please answer the following questions regarding SEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

	SEOG Grants	GSL Loans
I have heard of this program	○	○
I applied for aid from this program	○	○
I qualified for aid in this program (whether or not I applied)	○	○

19. Were you last year, or will you be this year:

	Yes	No
Living with your parents (for more than two consecutive weeks)	○	○
Listed as an exemption on your parents' Federal Income Tax Return	○	○
Receiving assistance worth $600 or more from your parents	○	○

20. Are you: (Mark one)

- Not presently married ○
- Married, living with spouse ○
- Married, not living with spouse ○

21. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Asian-American/Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

22. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark ②. If you engaged in an activity one or more times, but not frequently, mark ① (occasionally). Mark ⓝ (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Played a musical instrument	②	①	ⓝ
Attended a religious service	②	①	ⓝ
Smoked cigarettes	②	①	ⓝ
Took valium	②	①	ⓝ
Participated in organized demonstrations	②	①	ⓝ
Took a tranquilizing pill	②	①	ⓝ
Were drunk or carried a load	②	①	ⓝ
Attended a public recital or concert	②	①	ⓝ
Took sleeping pills	②	①	ⓝ
Jogged	②	①	ⓝ
Stayed up all night	②	①	ⓝ
Drank beer	②	①	ⓝ
Worked on a local, state, or national political campaign	②	①	ⓝ

23. Where did you rank academically in your high school graduating class? (Mark one)

- Top Quarter ○
- 2nd Quarter ○
- 2nd Quarter ○
- Lowest Quarter ○

24a. Do you consider yourself physically handicapped?

- No ○ (Go to Question Number 25)
- Yes ○

24b. If yes, what type of handicap do you have? (Mark all that apply)

- Hearing ○
- Orthopedic ○
- Speech ○
- Learning disability ○
- Visual ○
- Other ○

24c. Does your handicap require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ○ No ○

25. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

26a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

26b. How many of these dependents other than yourself are currently attending college?

None ○ 1 ○ 2 ○ 3 or more ○

27. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	②	①	ⓝ
I could not find a job	②	①	ⓝ
I wanted to get away from home	②	①	ⓝ
To be able to get a better job	②	①	ⓝ
To gain a general education and appreciation of ideas	②	①	ⓝ
To improve my reading and study skills	②	①	ⓝ
There was nothing better to do	②	①	ⓝ
To make me more cultured person	②	①	ⓝ
To be able to make more money	②	①	ⓝ
To learn more about things that interest me	②	①	ⓝ
To meet new and interesting people	②	①	ⓝ
To prepare myself for graduate or professional school	②	①	ⓝ

28. Do you have any concerns about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

29. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

30. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000 ○	$15,000–19,999 ○
$3,000–3,999 ○	$20,000–24,999 ○
$4,000–5,999 ○	$25,000–29,999 ○
$6,000–7,999 ○	$30,000–34,999 ○
$8,000–9,999 ○	$35,000–39,999 ○
$10,000–12,499 ○	$40,000–49,999 ○
$12,500–14,999 ○	$50,000 or more ○

31. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

32. Mark only three responses, one in each column.

	③ Your mother's occupation	② Your father's occupation	① Your probable career occupation
NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.			
Accountant or actuary	③	②	①
Actor or entertainer	③	②	①
Architect or urban planner	③	②	①
Artist	③	②	①
Business (clerical)	③	②	①
Business executive (management, administration)	③	②	①
Business owner or proprietor	③	②	①
Business salesman or buyer	③	②	①
Clergyman (minister, priest)	③	②	①
Clergy (other religious)	③	②	①
Clinical psychologist	③	②	①
College teacher	③	②	①
Computer programmer or analyst	③	②	①
Conservationist or forester	③	②	①
Dentist (including orthodontist)	③	②	①
Dietician or home economist	③	②	①
Engineer	③	②	①
Farmer or rancher	③	②	①
Foreign service worker (including diplomat)	③	②	①
Homemaker (full-time)	③	②	①
Interior decorator (including designer)	③	②	①
Interpreter (translator)	③	②	①
Lab technician or hygienist	③	②	①
Law enforcement officer	③	②	①
Lawyer (attorney) or judge	③	②	①
Military service (career)	③	②	①
Musician (performer, composer)	③	②	①
Nurse	③	②	①
Optometrist	③	②	①
Pharmacist	③	②	①
Physician	③	②	①
School counselor	③	②	①
School principal or superintendent	③	②	①
Scientific researcher	③	②	①
Social, welfare or recreation worker	③	②	①
Statistician	③	②	①
Therapist (physical, occupational, speech)	③	②	①
Teacher or administrator (elementary)	③	②	①
Teacher or administrator (secondary)	③	②	①
Veterinarian	③	②	①
Writer or journalist	③	②	①
Skilled trades	③	②	①
Other	③		
Undecided	③		
Laborer (unskilled)		②	①
Semi-skilled worker		②	①
Other occupation		②	①
Unemployed		②	①

33. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	③	②	①
My teacher advised me	③	②	①
This college has a very good academic reputation	③	②	①
I was offered financial assistance	③	②	①
I was not accepted anywhere else	③	②	①
Someone who had been here before advised me to go	③	②	①
This college offers special educational programs	③	②	①
This college has low tuition	③	②	①
My guidance counselor advised me	③	②	①
I wanted to live at home	③	②	①
A friend suggested attending	③	②	①
A college representative recruited me	③	②	①

BE SURE TO ANSWER QUESTION 34.

34a. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	③	②	①
Congregational (U.C.C.)	③	②	①
Eastern Orthodox	③	②	①
Episcopal	③	②	①
Jewish	③	②	①
Latter Day Saints (Mormon)	③	②	①
Lutheran	③	②	①
Methodist	③	②	①
Muslim	③	②	①
Presbyterian	③	②	①
Quaker (Society of Friends)	③	②	①
Roman Catholic	③	②	①
Seventh Day Adventist	③	②	①
Unitarian-Universalist	③	②	①
Other Protestant	③	②	①
Other Religion	③	②	①
None	③	②	①

34b. Do you consider yourself a reborn Christian? Yes ○ No ○

35. Mark one in each row:

	① Disagree Strongly	② Disagree Somewhat	③ Agree Somewhat	④ Agree Strongly
The Federal government is not doing enough to control environmental pollution	④	③	②	①
The Federal government is not doing enough to protect the consumer from faulty goods and services	④	③	②	①
The Federal government should do more to discourage energy consumption	④	③	②	①
There is too much concern in the courts for the rights of criminals	④	③	②	①
Urban problems cannot be solved without huge investments of Federal money	④	③	②	①
People should not obey laws which violate their personal values	④	③	②	①
The death penalty should be abolished	④	③	②	①
A national health care plan is needed to cover everybody's medical costs	④	③	②	①
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	④	③	②	①
Abortion should be legalized	④	③	②	①
Grading in the high schools has become too easy	④	③	②	①
The activities of married women are best confined to the home and family	④	③	②	①
A couple should live together for some time before deciding to get married	④	③	②	①
Persons should be discouraged from having large families	④	③	②	①
Divorce laws should be liberalized	④	③	②	①
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	④	③	②	①
Women should receive the same salary and opportunities for advancement as men in comparable positions	④	③	②	①
Wealthy people should pay a larger share of taxes than they do now	④	③	②	①
Marijuana should be legalized	④	③	②	①
Busing is O.K. if it helps to achieve racial balance in the schools	④	③	②	①
It is important to have laws prohibiting homosexual relationships	④	③	②	①
College officials have the right to regulate student behavior off campus	④	③	②	①
Faculty promotions should be based in part on student evaluations	④	③	②	①
College grades should be abolished	④	③	②	①
Colleges would be improved if organized sports were de-emphasized	④	③	②	①
Student publications should be cleared by college officials	④	③	②	①
College officials have the right to ban persons with extreme views from speaking on campus	④	③	②	①
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	④	③	②	①
Open admissions (admitting anyone who applies) should be accepted by all publicly supported colleges	④	③	②	①
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	④	③	②	①

36. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech
- Theater or Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION
- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng.
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Pre-Dental, Pre-Medical, Pre-Veterinary
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (gov't., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

37. Indicate the importance to you personally of each of the following. (Mark one for each item)

(M) Not Important (S) Somewhat Important (V) Very Important (E) Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Influencing the political structure
- Influencing social values
- Raising a family
- Having administrative responsibility for the work of others
- Being very well off financially
- Helping others who are in difficulty
- Making a theoretical contribution to science
- Writing original works (poems, novels, short stories, etc.)
- Creating artistic work (painting, sculpture, decorating, etc.)
- Being successful in a business of my own
- Becoming involved in programs to clean up the environment
- Developing a meaningful philosophy of life
- Participating in a community action program
- Helping to promote racial understanding
- Keeping up to date with political affairs

38. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance (L) Very Little Chance (S) Some Chance (V) Very Good Chance

- Change major field?
- Change career choice?
- Fail one or more courses?
- Graduate with honors?
- Be elected to a student office?
- Get a job to help pay for college expenses?
- Join a social fraternity, sorority, or club?
- Live in a coeducational dorm?
- Be elected to an academic honor society?
- Make at least a "B" average?
- Need extra time to complete your degree requirements?
- Get tutoring help in specific courses?
- Have to work as an outside job during college?
- Seek vocational counseling?
- Seek individual counseling on personal problems?
- Get a bachelor's degree (B.A., B.S., etc.)?
- Participate in student protests or demonstrations?
- Drop out of this college temporarily (graduate transferring)?
- Drop out permanently (graduate transferring)?
- Transfer to another college before graduating?
- Be satisfied with your college?
- Find a job after college in the field for which you were trained?
- Get married while in college? (skip if married)
- Get married within a year after college? (skip if married)

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ◯ No ◯

39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	The following codes are prepared for use previously designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the codes, please complete the appropriate answers given you.	44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ		45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ		46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ		47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	THANK YOU!	48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

Prepared by the Laboratory for Research on Higher Education, University of California, Los Angeles, California 90024. Processed by Interex Corporation, 4900 West 77th Street, Minneapolis, Minnesota 55435.

Appendix A

UNIVERSITY OF THE DISTRICT OF COLUMBIA

ADDITIONAL QUESTIONS FOR UDC ENTERING FRESHMEN, FALL 1978, SUPPLEMENT TO CIRP SURVEY

Q. 39. To which campus do you go to immediately from: (answer as many as applicable)

	A) VNC	B)MVC	C)G/HC	D) WNA (Wash.Natl.Airport)
Work?	0	0	0	0
Home?	0	0	0	0

Q. 40. How may miles is this campus from work or home?

A) 5 or less 0

B) 6 - 10 0

C) 11 - 25 0

D) 25 - 50 0

E) 50 or more 0

Q. 41. By what mode of transportation do you arrive at this campus?

A) bicycle 0

B) motorcycle 0

C) private car 0

D) metro 0

E) walk 0

Q. 42. How long does it take you to arrive at this campus from home or work?

A) 15 minutes or less 0

B) 15 - 30 minutes 0

C) 30 - 45 minutes 0

D) 45 minutes - hour 0

E) 1 hour or more 0

MEC
OIR 7/19/78

UDC
SUPPLEMENT TO CIRP SURVEY, FALL 1978 (Cont'd)

Q. 43. Of the other members of your household, how many do you think would also attend this college?

	A) 1	B) 2	C) 3	D) 4 or more	E) none
spouse	0	0	0	0	0
children	0	0	0	0	0
parents	0	0	0	0	0
sister(s)/brother(s)	0	0	0	0	0
other	0	0	0	0	0

Q. 44. How many would be ready to attend this college within the next

	A) 1	B) 2	C) 3	D) 4 or more	E) none
year	0	0	0	0	0
2 years	0	0	0	0	0
3 years	0	0	0	0	0
4 years	0	0	0	0	0

Q. 45. Are there any handicapped members of your family who would be interested in attending this college?

A) yes 0

B) no 0

Q. 46. If you must stop-out after the completion of this semester, when would you most likely return to this college?

A) in Spring 79 0
B) in Summer 79 0
C) in Fall 80
D) in Spring 80 0
E) unknown 0

MEC
OIR 7/19/78

Appendix A

UDC
SUPPLEMENT TO CIRP SURVEY, FALL 1978 (Cont'd)

Q 47. How long do you think it will take you to complete your academic work at this college for:

	A) less than 2 years	B) 2-3 years	C) 3-4 years	D) 4-5 years	E) 6 years or more
Associates	0	0	0	0	0
Bachelors	0	0	0	0	0
Masters	0	0	0	0	0
No degree	0	0	0	0	0

Q. 48. From which source did you first learn of UDC?

A) high school counselor 0

B) public media (TV, radio, newspapers) 0

C) family member 0

D) friend 0

E) UDC employee or student 0

MEC
OIR 7/19/78

Appendix A

UNIVERSITY OF THE DISTRICT OF COLUMBIA

STUDENT AUTHORIZATION TO RELEASE DATA FROM CIRP, UCLA, FALL 78 SURVEY
(INFORMATION REGARDING DISCLOSURE OF YOUR SOCIAL SECURITY NUMBER UNDER PUBLIC LAW 93-579)

Disclosure by you of your social security number (SSN) is mandatory to obtain services, benefits or processes as a student a t the University of the District of Columbia. The SSN is used as an identifier throughout your student career from the time of application through to attrition, stop-out, transfer and/or graduation. It will be used primarily to identify your records. The SSN will also be used by Federal and District Government agencies and other agencies in connection with lawful requests for information about students from employers, educational institutions, financial or other organizations. The information gathered through the use of the number will be used only as necessary in administrative processes carried out in accordance with established regulations. The SSN also will be used by the selection of students to be included in statistical studies of the University of the District of Columbia management matters. The use of the SSN is made necessary because of the large number of present and former students and applicants who have identical names and birth dates, and whose identities can only be distinguished by the SSN.

I have read the above, and hereby give my informed consent to CIRP, UCLA, to return any data pertaining to me to the University of the District of Columbia. Further, I consent to the University of the District of Columbia to utilize such data for any lawful purpose, in connection with PL93-579 and the statement above.

DATE _____ (STUDENT SIGNATURE & SSN) _____

OIR 7/13/78
MEG

Appendix B

DEPARTMENT OF ENGLISH STUDIES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
VAN NESS CAMPUS
4200 CONNECTICUT AVENUE, N.W., WASHINGTON, D.C. 20008

MEMORADUM

September 21, 1978

TO: ACC Teachers of English 015 and 111,
Mount Vernon and Van Ness Campuses

FROM: Dr. Charles Lund Charles Lund by mc
Coordinator of 015

SUBJECT: Student Survey

We have been asked by the University's Office of Institutional Research (OIR) to help them make a survey of our students. The staff at OIR regrets having to make this request because they realize it is an imposition. But because of a series of problems getting this survey administered over the summer, our help is essential.

According to OIR the survey is extremely important to the University. Thus, it asks that each of us be very careful to make sure all the appropriate forms are filled out properly and completed no later than COB Wednesday, September 27. Please have the forms filled out in each of your 015 and 111 classes. It should take students no longer than 30 minutes to complete the forms.

By early Monday morning the appropriate forms should be available in each campus's English Department Office. Please return all completed forms to the English Department Office on your campus. Also please identify the forms you are returning by placing the Administrative Report Form at the top of the pile. Please do not fold any of those forms.

Four separate forms are being provided:

(1) The Administrative Report Form (to be filled out by teachers);

(2) The Student Information Form (to be completed by students);

(3) a form called Additional Questions for UDC Entering Freshmen, Fall 1978, Supplement to CIRP Survey (a form that provides questions only, the answers to which should be given by students on the Student Information Form); and

(4) a form called Student Authorization to Release Data from CIRP, UCLA, Fall 1978 Survey (to be signed by each student).

Appendix B

Page 2
Memo
TO: ACC Teachers of Eng 015 and 111, MVC & VNC
FM: Dr. Charles Lund, Coordinator of 015
SUBJ: Student Survey UDC/CIRP
Dated: 9/21/78

Special instructions for each form are as follows:

1) The Administrative Report Form

Each teacher should fill out one form entitled Administrative Report Form. You need answer only B, and, if applicable, E.

2) The Student Information Form

All 015 and 111 students should fill out the Student Information Form using only black lead pencils, preferably number 2 pencils. (Extra pencils will be available in the English Department Office. Please return them to the Department Office as soon as you are through with them so that they are available to other teachers.)

a) Please tell students that they are to grid their social security numbers into the 9-digit box in the middle left hand column of the survey form, page 1, labeled "Mark in this area only if directed." Only one digit per column should be marked. Please ask students to put the number of credit hours they are currently enrolled for at the upper right hand corner of page 1.

b) Also please make sure students answer the question directly after question number 38 on page 4.

c) Questions 39 - 48 are written on a separate form called Additional Questions For UDC Entering Freshmen, Fall 1978, Supplement to CIRP Survey. Please be sure students answer these questions by marking the appropriate circles on the bottom of page 4 of the Student Information Form. The separate form, Additional Questions for UDC Entering Freshmen, etc, is given only to provide the questions. It is not supposed to receive the answers.

3) Finally on the back of the form called, Additional Questions for UDC Entering Freshmen, etc., there is the form the student must sign to authorize the University to use the student's social security number, the form called Student Authorization to Release Data from CIRP,UCLA, etc. Please ask students to sign on the appropriate line and include the date and their social security numbers.

Appendix B

Page 3
Memo
TO: ACC Teachers of Eng 015 and 111, MVC & VNC
FM: Dr. Charles Lund, Coordinator of 015
SUBJ: Student Survey UDC/CIRP
Dated: 9/21/78

You should remind students that completing and signing all forms is voluntary. But please urge them to do so. The creators of the survey write that "it is essential that you obtain as close to 100 percent of your first-time freshmen as is possible so that your data may be included in the National Norms and your institutional summary report will be of maximum value to you." You may remind the students that the data collected is intended to help the University serve them better.

If you have any questions, please call Charles Lund (work: 727-2483; home: 656-4736) or Mrs. Mildred Gray, Research Analyst for OIR (work: 282-7700; home: 547-7899).

Thank you for reading this and helping to complete this painstaking but necessary work.

cc:
Dr. Elman Francis, Chairman, Department of English Studies
Ms. Margaret Jackson, Chairperson, Freshmen Program
Dr. Annie R. Hayes, Acting Director, OIR
Mrs. Mildred Gray, Research Analyst, OIR

Appendix B

University of the
District of Columbia

VAN NESS CAMPUS
4200 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20008

OFFICE OF INSTITUTIONAL RESEARCH

October 18, 1978

TO: Dr. Elman Francis
Dean, English Department

THROUGH: Dr. Leroy Keith
Executive Vice President

FROM: Dr. Annie R. Hayes
Acting Director, OIR

SUBJECT: CIRP/UDC Survey of Entering Freshmen, Fall 1978

The staff of the Office of Institutional Research wishes to acknowledge their appreciation for your cooperation and assistance in administering the 1978 CIRP/UDC Survey of Entering Freshmen and especially the efforts of your coordinators; Dr. Charles Lund, MVC and Mr. Chester Wright, VNC. Individual acknowledgements have been sent to each instructor who completed and signed the Administrative Report Form. A list of those instructors of English 015 and 111 is attached, along with a copy of the letter of thanks. The survey would not have been possible without your assistance.

Upon return of all processed data from UCLA, anticipated in January 1979, OIR will analyze these data and report, accordingly. Your assistance is keenly appreciated.

Attachments 2
ARH:meg
cc: Dr. William Moore, Jr., V.P., A.A.
Dr. Charles Lund, English Department, MVC
Mr. Chester Wright, English Department, VNC
Dr. Ewaugh Fields, Dean, University College

University of the
District of Columbia

VAN NESS CAMPUS
4200 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20008

OFFICE OF INSTITUTIONAL RESEARCH

Letters sent to the Department of English Studies:

Mount Vernon Campus

Mr. Jackson Boswell
Ms. Mary Cermak
Ms. Regina Coles
Mr. William Couch
Ms. Sylvia Holton
Ms. Margaret Jackson
Ms. Leela Kapai
Mr. Charles Lund
Ms. Mary Martin
Mr. Lewis Moore
Mr. Horace Morris
Ms. Virginia Newsome
Mr. Gregory Rigsby
Mr. Nick Spornick
Ms. Irene Suboczewski
Ms. Andress Taylor
Ms. Thelma Thompson
Ms. Elsie Williams
Ms. Daria Winter
Ms. Zita Dresner
Ms. Renee Hausmann

Van Ness Campus

Ms. Linda Holiday
Mr. Reginald Jenkins
Mr. Calvin LeCompte
Mr. Eugene Shiro
Ms. Mary Smith
Mr. Chester Wright

University of the
District of Columbia

VAN NESS CAMPUS
4200 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20008

OFFICE OF INSTITUTIONAL RESEARCH

October 16, 1978

Dear

The staff of the Office of Institutional Research wishes to express their sincere appreciation to you for your assistance in administering the 1978 CIRP/UDC Survey of Entering Freshmen, this Fall. The results of such surveys are published each year by the Cooperative Institutional Research Program (CIRP), American Council on Education, Graduate School of Education, University of California at Los Angeles, by Alexander W. Astin, Margo R. King and Gerald T. Richardson, entitled, "The American Freshmen: National Norms for Fall 19__". The published data from the 1978 survey is not anticipated before January 1979, but we welcome you to come and review these data, the product which would not have been possible, without your assistance.

In addition to the booklet, UDC will also receive computer reports of our student's responses, not by student identity, but simply by questionnaire items. Upon receipt of all processed data, OIR will then analyze the survey findings as it relates to UDC students and report accordingly.

Sincerely,

Annie R. Hayes, Ed.D.
Acting Director

ARH:meg

Appendix C

Table A1

Standard Errors (%) at Various
Levels of Proportion Responding to CIRP
Questionnaire Items

Number of Responses to Item	Estimated Percentage				
	2 or 98	5 or 95	10 or 90	25 or 75	50
10	4.43	6.89	9.49	13.69	15.81
50	1.98	3.08	4.24	6.12	7.07
100	1.40	2.18	3.00	4.33	5.00
150	1.14	1.78	2.45	3.54	4.08
200	0.99	1.54	2.12	3.06	3.54
250	0.88	1.38	1.90	2.74	3.16
300	0.81	1.26	1.73	2.50	2.89
350	0.75	1.16	1.60	2.31	2.67
400	0.70	1.09	1.50	2.16	2.50
450	0.66	1.03	1.41	2.04	2.36
500	0.63	0.97	1.34	1.94	2.24
1,000	0.44	0.69	0.95	1.37	1.58
5,000	0.20	0.31	0.42	0.61	0.71
15,000	0.11	0.81	0.24	0.35	0.41
30,000	0.08	0.12	0.17	0.25	0.29